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ABSTRACT

These curriculum guidelines were developed to stimulate administrators to take action in developing an adequate safety program, motivate teachers to provide safety instruction, and arouse the interest of each child to become aware of the potential hazards and to influence him to make proper adjustment to his environment in order to avoid or prevent accidents. The material included pertains to school, home, traffic and pedestrian, outdoor, and general safety. The essential learnings are listed in outline form, followed by the behavioral objectives, learning activities, and supplementary information for teachers. An appendix includes a type of letter to parents relative to student bus behavior, a discussion guide for teaching safety on the school bus, addresses of insurance companies, and a copy of a bulletin sent to parents entitled, "How Safe Is Your Child?" (Author/MLF)

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IMPROVING

ELEMENTARY SCHOOL SAFETY

1972

SAFETY EDUCATION CURRICULUM GUIDELINES

Grades K-5

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SAFETY EDUCATION CURRICULUM GUIDELINES

Grades K - 3

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Many good safety patterns are established by the time a child enters school. Groundwork for these habits is laid in the home. After a child enters school, the home continues to influence his safety habits, and, in fact, is primarily responsible for the development of these habits. Recognition of this fact is essential to the success of a school safety program. Parental understanding and support are important if the program is to succeed in helping children develop good safety practices.

Safe practices and a safe environment promote human welfare. The home, the school, and the community each have a share in a thorough appraisal of any safety program. Jointly, they are responsible for safety care, safety education and safety promotion. Only when all these forces work cooperatively can maximum effort be made and optimum results be attained.

This is our hope in preparing this guide.

Cordially,

Dr. Albert L. Benson, Jr.
Superintendent of Schools

ALB:G

INTRODUCTION

These curriculum guidelines were developed as a joint endeavor of the Framingham Public Schools, Framingham League of Women Voters, Framingham Police Department and the Framingham Fire Department.

They were designed to fulfill a three-fold purpose:

1. To stimulate administrators to take action in developing an adequate safety program
2. To motivate teachers to provide safety instruction
3. To arouse the interest of each child to become aware of the potential hazards and influence him to make proper adjustment to his environment in order to avoid or prevent accidents

This guide is exactly what its name indicates - a tentative curriculum guide. The content, behavioral objectives and activities should serve merely as a starting point - an idea instigator.

It has been designed in such a way that the points covered can be easily correlated with other subjects. To aid the teacher, the essential learnings have been written in outline form.

Following the essential learnings are the behavioral objectives, the learning activities and supplementary information for teachers which have been simply written for easy reference.

An evaluation sheet has been placed at the end of the guide.

In April, 1973, teachers will be asked to submit, along with the evaluation form, resources utilized in teaching this unit. These resources should include textbooks, audio-visual aids, games, songs, plays, poems, crossword puzzles, and community resources relevant to the unit. These materials will be organized into a supplementary resource list to be distributed to teachers at a later date.

TRAFFIC AND PEDESTRIAN SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
1. Traffic and Pedestrian Safety			
A. Rules			
1. Adverse Conditions 2. Walking at Night 3. Intersections 4. Walking on Right-of-Way 5. Parked Cars	Given a series of illustrations showing adverse conditions, intersections, and persons walking at night and on the right-of-way, pupil will be able to name all the rules relating to each unsafe condition.	Prepare a display of student drawings about pedestrian safety Make a shadow box or TV box and have pupils prepare a series of drawings about pedestrian safety.	The term, "pedestrian," should be explained to children, since it is very likely that they have never before encountered the word. Statistics indicate a large number of children are killed or injured crossing the streets against the light and at corners. Set a good example for children by using crosswalks, cross only with the light, etc. Entering a street from between parked cars or from behind obstructions is exceptionally dangerous because the approaching driver does not see the pedestrian approaching the road. Where sidewalks are available, pedestrians should never walk in the streets. Where sidewalks are not available and pedestrians must use the side of the roadway, they should follow these rules:
B. Traffic Control Devices 1. Signs 2. Signals	Given a mimeographed exercise showing traffic signals and signs for stop, yield, information railroad, warning, the pupil will be able to write the appropriate interpretation for each. The child should know that the traffic officer and safety patrol members are pedestrians' friends. The child should know that it is safer to cross at intersections that have traffic lights and/or the safety patrol.	Have students cut out circles to resemble traffic lights. These can be labeled - green-go; yellow-caution; red-stop. Some schools have miniature traffic lights in the primary grades for instructional use. SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES Construct a map of the school area and let children plan the safest way to and from school.	

SAFETY EDUCATION CURRICULUM GUIDE

K - 5

CONCEPT THEME

Safe Practices and a Safe Environment Promote Human Welfare

GENERAL UNDERSTANDINGS

There is a cause for every accident

Many accidents can be prevented through the use of sound judgment

The prevention of accidents is everyone's responsibility

SPECIFIC OBJECTIVES

To gain an appreciation of safety helpers such as school patrol, bus driver, policeman, fireman

To help children become aware of and practive safety measures

To develop a democratic spirit of cooperation

To learn how to be safety helpers

CONCEPTS

Traffic and Pedestrian Safety

School Safety

Home Safety

Fire Safety

General Safety

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
	The child should know that playing in the street can be dangerous. When there are no sidewalks, and pedestrians must walk in the road, there are special safety rules to follow. The child should know that many accidents happen when children enter the street or roadway between parked cars.	Have pupils use toy automobiles and portable traffic signals in order to show how traffic is controlled.	. Walk facing oncoming traffic. . Keep off the pavement, as far to the side as possible. . At night, wear light-colored clothing, and/or carry a light. . If walking in a group, walk in single file.
C. Traffic Control Personnel 1. School Safety Patrol 2. Adult Crossing Guards 3. Policemen	Given the different traffic control personnel, he should be able to describe the duties of each. The child should know that he should stay away from strangers.	Take the class to a marked signalized intersection and cross the street correctly. Stress: Watch for turning cars. Have the adult crossing guard or local traffic policeman speak to the class. Take newspaper photographs of people crossing at the intersection and have a discussion asking such questions as, "What are these people doing correctly?" Make up pedestrian nursery rhymes.	Sample pedestrian nursery rhymes: Mary, Mary, quite contrary, didn't watch out as she crossed Along came a car, and knocked her so far That contrary Mary got lost. - - - - - - - - - - - - - - - - Hickory, Dickory, Dock, Don't cross in the center of the block. - - - - - - - - - - - - - - - - Jack be nimble, Jack be quick, Jack jump over the candlestick Stay on the sidewalk, as you play Streets are for cars, so keep away.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Discuss what to do when approached by a stranger in various situations. Have a child play the role of a policeman, other children practice giving their name, address and telephone number to him. Film: "Patch the Pony" (FS P22 with record) Framingham Public Schools, Resource Department.	Little Bo Peep wears clothes that are white, So drivers will see her as she walks at night. - - - - - - - - - - - - - - - - - - Little Jack Horner, crossed at the corner, he knew his safety rule: "Cross at the green, not in between." when walking twixt home and school. - - - - - - - - - - - - - - - - - - Safety precautions concerning strangers: . Do not accept gifts or rides. . Do not play alone in empty buildings or in alleys. . Report any type of molesting. . Keep a safe distance when a stranger asks a question.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
II. Traffic Safety			
A. Safety Conduct 1. Automobiles a. Entering and Exiting b. Seatbelts and Restraints c. Proper Behavior	Given a situation involving an automobile/bus pupil will be able to demonstrate the proper ways of entering and exiting, utilizing seat-belts and restraints, and proper behavior. The child should know that safe riding practices and habits are necessary. The child should know the rules for passenger safety.	Have children report on the various safety features of their family's or neighbors' autos. Discuss local school policies for school bus passengers. Have children color a drawing of a bus, show lights and safety markings. Have children practice safe methods of boarding and leaving a school bus.	Entering from the curb side prevents the pedestrian from walking in the street where cars may be passing. Studies show locked doors do not open on impact. The passengers have less chance of falling out of the vehicle. Suggested partial list of rules for passengers: . Seat belts must be fastened before car is put into motion. . If vehicle has no seat belts, everyone must sit back against the seat. . No one should shout or yell as this may distract the driver. . Everyone must keep hands, head, and possessions inside the car windows. . All doors must be locked when the car is in motion. . No hard, sharp-edged or heavy toys should be used when riding.
2. Buses a. Daily transportation b. Pupil excursions	The child should be aware that obeying safety rules is necessary to reduce school bus accidents. The child should know that good conduct on a bus is essential to the safety of bus riders and pedestrians.	Have the school transportation supervisor speak to the class. Have the children give a skit showing good conduct on a school bus. Make or buy posters on school bus safety. The following procedures are suggested: Have pupils board the bus and be seated. Have instructor explain to pupils the following:	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		. The importance of remaining calm. . Location of the First Aid kit. Have the pupils discuss emergency bus drills. Have a teacher ride with pupils to get them acquainted with procedures. Practice school bus drills. Film: "School bus patrol." American Automobile Association. Practice emergency bus drills. List emergency situations such as blowouts, fire, bus failure, etc., and list the emergency procedures involved in these situations. Discussion: Why does the safety conscious passenger enter an automobile on the curb side? Why lock all doors before the automobile gets in motion?	. No lollipops or ice cream on a stick should be eaten while riding in the car. . Children should ride in the back seat to avoid being thrown against the dash board or through the windshield on a sudden stop. School bus rider rules: . Be on time at the designated school bus stop. . Stay off the road while waiting for the bus. Conduct yourself in a safe manner while waiting and respect the property of others. . Wait until the bus comes to a complete stop and the driver signals you to enter. . Be careful in approaching bus stops. . Walk on to the bus. All passengers must obey the school bus driver. He is in charge and is responsible for the safe operation and conduct of the bus.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			If a safety patrol exists in the school, the members may assist the driver with attendance, safe loading, maintenance of order, arranging lunches, books, etc., assist children with crossing, help in emergency. While on bus: . Keep hands and head inside the bus at all times. . Do not eat on the bus -- keep the bus safe and sanitary at all times. . Do not do any loud laughing and talking because it may divert the driver's attention and could result in an accident. . Treat the bus equipment as you would furniture in your home. . Do not tamper with any of the equipment on the bus. . Do not leave books, lunches, or other articles in the bus. . Keep books, lunches, and other articles out of the aisles and off the floors. . Do not throw anything out of the windows.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			. Remain seated while the bus is in motion. . Do not "horseplay" in or around the bus. . Be courteous to the driver and to fellow pupils and riders. . Maintain a quiet when approaching a railroad crossing so that the driver can hear an approaching train. . In case of emergency, remain in the seat unless otherwise instructed by the driver. Procedure for crossing the road when leaving the bus: . Cross the road, when necessary after getting off the bus, at least ten feet in front of the bus, but only after looking to be sure that no traffic is approaching from either direction. . Help to look after each other. . Be alert to the danger signal from the driver. How to conduct themselves at the scene of an accident:

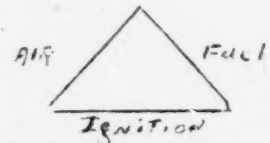
Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			. Follow the instructions of the driver. . Stay off the highway. . Do not move any injured individuals. . Always be on the lookout for broken glass, sharp pieces of metal, and the danger of fire. . Certain windows that are labeled "exit" can be opened.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
III. Bicycle Safety			
A. Rules 1. Streets and Highways 2. Right-of-Way 3. Intersections 4. Directional Signals 5. Adverse Conditions 6. Night Riding 7. One Rider Only	Given a series of illustrations showing streets and highways, intersections, adverse and night conditions, the pupil will be able to list all the rules that correspond to each illustration. The children should know that certain skills are required to ride a bicycle.	Let the pupils make a list of bicycle laws in accordance with their grade level. Film: "If bicycles could talk." Aetna Life Insurance Co. Film: "The day that bicycles disappeared." American Automobile Association. Ask a policeman to talk to the group on the why of safety equipment. Organize a bicycle safety program --- P.T.A. can assist the teachers. The Police can inspect all bicycles entered in competition. Police and P.T.A. can conduct skill tests. Service clubs can present bicycle stickers for the rear fender. Police or school administrator can present certificate of completion of the program.	. No bicycle should be used to carry more persons than it is designed to carry. . Every person riding a bicycle shall ride nearest the right hand shoulder of the road -- exercising due care when passing a standing vehicle or one proceeding in the same direction. . Persons riding on the roadway should not ride more than two abreast. . No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one hand on the handle bars. . Every bicycle when in use at nighttime shall be equipped with a light on the front which shall emit a white light visible from a distance at least 500 feet and a red reflector visible to the rear for at least 50 feet when upper beams of auto headlights shine on it.
B. Proper Fit 1. Handlebars 2. Seat 3. Peddles 4. Frame	Given a display of bicycles the pupil should be able to demonstrate how the handlebars are adjusted for proper fit.		
C. Maintaining Safe Condition 1. Proper Equipment	Given a bicycle the pupil should be able to identify areas which require routine inspection and maintenance for safe operation		

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
2. Regular Inspections 3. Proper Servicing		Bicycle racks and locking devices should be explained.	. A red light may also be used in the rear. . Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. . No person shall ride a bicycle on the sidewalks in a business district. The National Safety Council, Accident Facts, points out "Four out of five fatal accidents with bicycles are believed associated with unsafe practices. The most significant of the violations were proceeding without having the right of way, and improper turning. Others high on the list include ignoring stop signs or signals, riding in the center of the street, or too fast, carrying an extra rider." Studies now show 9 out of 10 accidental deaths in pedal cycling are among males and 72% are in the age group 5 - 14.

FIRE SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. General Fire Safety A. Fire Triangle B. Causes of Fire 1. Matches 2. Cigarettes 3. Electricity 4. Combustible Materials 5. Heating Equipment C. Reporting a Fire 1. Report to Adult 2. Telephone Fire Department	The child should know causes of fires and ways of preventing each of them. The child should know that fire has benefits as well as dangers. Given a situation of a fire breaking out, the pupil will state the correct procedure to report the fire. The child will know that the telephone is an efficient way to report a fire. The child should know that false alarms are dangerous and may cause deaths. The child should know that a responsible adult will get help if you cannot. The child should know that there are many causes of fire but many are caused by children playing with matches.	List causes of fire: Discuss causes of burns and prevention of such. . Playing with matches. . Playing near stoves, bonfires, open fireplaces, and utensils containing hot liquids. . Tipping pans and skillets to see what is in them. Discussion: Benefits and dangers of fire. Follow up with a list on the chalkboard. Make a list of the causes and probable causes. Film: "I'm no fool with fire." State Health Department Film Library. Have pupils conduct a fire hazard hunt in their homes. Arrange a field trip to the local fire department.	Deaths resulting from fire number 7,000 a year in the United States. Many fire deaths are caused by asphyxiation. The causes of fire may be listed as: . Playing with matches. . Careless smoking. . Faulty heating equipment. . Improper use of electricity. . Open flames and sparks. . Flammable liquids and explosives. . Defective and overheated chimneys. . Accumulated rubbish. . Spontaneous ignition. Before visiting the local fire department, be familiar with the: . Location . Functions . Personnel (staff, volunteers)

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Children could be taught the fire triangle.  When one of these is taken away, the fire will go out.	
II. School Fires Fire Drills . Procedure Essentials Know fire drill signal. Exit in orderly, safe fashion. Know how to exit from point in building. Know how to re-route lines. Lining up outside of building. Returning to building.	The child should know that the fire drill is a preparedness procedure designed for the protection of pupils and school personnel. The child should know what to do in case of fire. All children should know how to report a fire.	After hearing several loud, distinctive signals, the pupil will state which was the fire drill. Demonstrate so children understand the use of fire doors; correct way to leave a smoke-filled room; proper method of putting out clothing fires; correct conduct at a fire; traits of a good fireman. Practice seeing that everyone leaves the building safely during a drill is as important as the timing of the drill. Ask the local fire department to supply a dummy alarm box for practice purposes. It is good procedure to let K-3 grade pupils know when the first drill is to be held.	Children should be instructed not to talk during a fire drill so that commands may be heard by everyone. The Administration should provide alternate shelter if there is a fire. This will facilitate attendance taking, getting out of the weather, etc. The signal for the return to the building must be a different one from that of the fire bell. Perpetrating a false alarm is punishable by a fine and possibly a jail sentence, or both. The person doing so may be responsible for someone's death. The National Fire Prevention Association reports the total loss from fire in the United States each year is over one billion dollars. Each year there are about 3,500 reportable school fires.

FIRE SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Practice a fire drill. Assign door holders, marshalls. The teacher with record book is last to leave the classroom. Someone should be responsible for handicapped children. The teacher should call the roll and report to the principal. Discuss the basic procedures in a fire drill: . Detection of a fire. . Sounding of the alarm. . Evacuation of the building. . Control of the fire. Film: "Penelope changes her mind." State Health Department Film Library. Children can make fireman's hats from red poster paper. Practice reporting a fire with a practice telephone which can be secured from the local phone company. Make a flannel board display. Obtain a speaker from the local local fire department. Have the fire apparatus visit the school. Have a fireman talk to the class on the dangers and cost of false alarms.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
III. Matches			
A. Types 1. Strike-anywhere Match 2. Safety Match	When shown the 2 types of matches, the pupil shall be able to identify each. The pupil will state why the safety match is the safest.		
B. Precautions 1. Watch for Sparks 2. Use of long handled matches 3. Storage 4. Out of reach from children 5. Lighting appliances 6. Keep away from combustible substances	The child will be able to state the precautions to be observed when using matches.		
C. Disposal 1. Break stick matches 2. Sand or water filled receptacles 3. Make sure match is out	The pupil will be able to explain verbally the correct way to dispose of a match.		

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. Falls A. Floors 1. Throw rugs 2. Slick surfaces 3. Improper lighting	Given illustrations of rugs, slick surfaces and improper lighting, the pupil will be able to identify hazards which create an unsafe condition.	Discuss causes of falls: . Scattered toys . Playing on stairs, banisters, and furniture . Climbing sills, trees, unlighted cellar steps, boxes, and the like . Disposing of fruit peels . Spills . Use of handrails	The home can be a safe place if all members of a family work together to make it safe. Falls are a major cause of disability and death.
B. Misplaced Objects 1. Toys 2. Extension cords 3. Clothes 4. Furniture	Given a list of ten items such as toys, extension cords, clothes, furniture, the pupil will be able to select commonly misplaced objects that cause falls.	Draw pictures of model homes. Point out safety features and accident features. Have children do a skit on safety.	
C. Wearing Apparel 1. Shoes 2. Dresses and Coats	Given a display of shoes, dresses and coats, the pupil will be able to identify one unsafe item from each group which might cause a fall.	Use puppets to depict hazards and safety procedures. Make safety posters.	
D. Bathroom 1. Bathtub 2. Shower	Given a hypothetical situation in which one is taking a bath, the pupil will be able to state conditions which could cause falls.	Have students examine their own shoes to find unsafe items such as broken sandal straps, untied shoe laces, soles which have become unstitched and loose. Discuss some causes of falls and ways of preventing them. Have the children list some reasons for falls. Have the children tell of accidents they know have occurred in home, and tell how they might have been prevented.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
II. Poisons		Have the pupils make a list of household substances used in the home that may be poisonous.	Suggested topic areas for poisons:
A. Medicines			. Dangers of curiosity of exploring contents of bottles and small containers . Taking unidentified pills from other children . Dangers of sprays . Recognizing of poison labels
1. Correct Use Supervision	Shown a bottle of medicine the pupil will be able to state two reasons why it should be taken under adult supervision.	Compare labels of several typical household substances. Point out the distinguishing features for poisons.	An overdose of a common medication such as aspirin, causes innumerable deaths in young children. Recent law states that no more than 18 children's aspirin can be sold in a bottle.
2. Labels	Shown a bottle of medicine with a blank label, the pupil will be able to state four items which should be found on the label	Use the bulletin board for a display of pictures of poisons that may be found in the home.	
3. Storage Safe place	Given a list of storage locations, the pupil will be able to name the appropriate storage area for poisons.		Bulletin: "A guide to teaching poison prevention in kindergarten and primary grades," Supt. of Documents, Washington, D. C.
B. Pesticides and Insecticides			Household substances may be poisonous and should be used only as directed on the label.
1. Proper use Places Precautions	Given a kitchen scene, the pupil will be able to describe precautions necessary for the safe use of pesticides and insecticides.		
2. Storage Containers Location	Shown a pesticide, the pupil will be able to describe conditions necessary for its proper storage.		

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
C. Household Cleaning Agents			
1. Proper use Directions Adult supervision	Same as for pesticides.		
2. Storage Containers Location	Same as for pesticides.		
III. Asphyxiation and other hazards	The child should know that homes contain many substances and objects that may be hazardous.	Discuss the dangers of: . Plastic bags . Unguarded, unused refrigerators	Thin plastic bags are very dangerous and cause hundreds of deaths in the United States a year. They should not be used on babies' cribs. Tie a knot in the bags when through with them and discard immediately. Unguarded, unused refrigerators should have doors removed.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
IV. Safe Use of Electricity		Discuss ways to prevent accidents by good lighting, etc.	
A. Electrical Appliances	Shown an electrical appliance, the pupil will be able to describe conditions necessary for its safe operation and use.	. Playing with electrical appliances and equipment	
1. Safe-operating		. Dangers of cords and sockets	
B. Proper Use		. Dangers of light switches and chains in bathrooms	
1. Following directions		The local electrical company has materials on electricity and safety.	
2. Storage			
3. Repairing		Discuss the value of electricity when used correctly.	
V. Burns	The child should know that burns, many of which can be prevented, may be serious.	Discuss First Aid for burns.	
		Discuss various types of burns.	
		Discuss over-exposure to sun.	
		Discuss use of sunlamps, reflectors, and magnifying glasses.	
		Discuss hazards of viewing of eclipse.	

SCHOOL SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. School Building A. Classroom 1. General Safety	The child should know that following a good routine makes it safe for all.		Suggested song: "Sing a Safety Song" Tune: "Yankee Doodle"
Furniture Chairs Cupboard and closet doors Tables, desks and counters	Given pictures of classroom furniture, the pupil will be able to identify possible hazards involving the misuse of furniture.		"Oh, let's obey the safety rules, And add some for good measure. At school, at home, and on the playgrounds, We'll have our share of pleasure. Chorus Girls and boys remember what Safety rules are made for. Keep them all or else someday In sorrow they'll be paid for."
School Utensils Crayons Pencils Scissors	The child will know that many objects in common classroom use are potentially hazardous and should be used correctly.	Write and produce a puppet show demonstrating proper use of utensils and objects.	
Sharp Objects			Safety features found in the school plant may include: handrails, mats near doors, fire equipment, safety door locks (crash bars) that open from inside, good lighting, wide corridors, waste receptacles, mats in gymnasium, etc.
Handling Inanimate Objects	Given boxes, chairs, books, cartons, the pupil will be able to demonstrate procedures from the following: lifting, lowering, carrying or team carrying.	Musical chairs - carry a chair and sit when the music stops. Ask the following to discuss safe practices: . Custodian	
	The child will know that it is his responsibility to report all school accidents.	. Member of corridor patrol . School nurse - teacher	The teacher should study the school's Accident Reports to see how children are being hurt and plan lessons accordingly.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Demonstrate the proper way to drink from the drinking fountain, taking turns as a safety measure. Other suggested activities: . Sing a song about safety . Have a "Safety Day" . Make a "Be Careful" scrapbook with pictures of people doing unsafe things Use bulletin boards to point out safety rules in school. Use hand puppets to demonstrate good manners which affect safety. Have crayon drawings done by the children to illustrate a safety lesson. Discuss the reasoning for mopping up spilled liquids on the floor. Use the lunch room as an example. Have pupil make a cut-out, then have him write a safety jingle on it.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Grab Bag Game - Fill a large bag with pictures of various items. Have the pupils select a picture such as scissors, matches, sharp instruments, and have them tell how each should be handled safely. Use flannel board to show pictures of sharp objects and other materials used in the classroom which may be dangerous, such as paint, paste, etc. Discuss Good Safety Rules: Examples -- . Walk -- don't run . Keep aisles clear . Return all materials to the proper place, etc. . Stoop to pick up objects, etc. instead of bending at the waist.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
2. Animals			
Housing Cages Aquariums Terrariums Bowls	After discussing the importance of proper housing of pets in the classroom, the pupil will be able to name three hazards which may be involved with the size, type or condition of the cages. The child should know that animals, even those that are pets, are sometimes dangerous.	Discuss precautions necessary in playing with animals: Examples: . Do not tease animals. . Be cautious when approaching animals. Do not startle them. . Animals may be dangerous if their offspring seem to be threatened. . Do not play with pets when they are feeding.	Children should be taught that some pets, such as rabbits and chicks, should be handled very little. Animals need food, water, and a clean habitat.
Caring Feeding Cleaning Handling	The child should know that pets need proper care. The child should know that not all animals are suitable as pets. Animals will scratch and bite for protection or survival. The child should know that animal scratches or bites need immediate attention. Wash with soap and water immediately and seek medical advice from proper authorities. Animal bites can cause rabies.	Cut out articles about animals and safety; i.e. biting, rabies, etc. Have a veterinarian talk to the class. The child should discuss the fact that pets need proper care. Have guest reporter from the Society for the Prevention of Cruelty to Animals.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
	After discussing the importance of the use of appropriate containers, and the proper and adequate amounts of food when caring for animals, the pupil will be able to state accidents which might occur through carelessness in feeding animals. Given pictures of children handling animals, the pupil will be able to name hazards which could result when picking up, carrying or touching.	Have pupils read stories about animals and report on some habits of animals. Make a list of the animals in your school area. Demonstrate on toy animals the correct washing and brushing procedures which would avoid hurting children or the animals.	
B. Corridors 1. Floor surfaces 2. Lockers 3. Corners	The pupil will be able to state orally or list hazards relating to unsafe practices in the hallway.	Conduct a field trip in the school building to observe safety features of the plant. The proper techniques for passing through corridors at dismissal time should be supervised and taught. Establish a routine for conduct at the drinking fountain.	
C. Stairways 1. Steps 2. Railings		Discuss hazards that could occur on stairways: Examples:	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		. Leaving books and other equipment on stairs. . Running or pushing on stairways. . Not reporting wet spots on stairways. Practice walking up and down stairs. (For those living in ranch houses)	Pupils should be cautioned against spills in the lunchroom because of the danger of falls. Teachers should be aware of the routine procedure for cafeteria use. Children should be made aware of location of clean-up equipment.
D. Lunchroom 1. Entering lunchroom 2. Eating lunch 3. Leaving the lunchroom	Given a two-day period, the pupil will be able to list incidents which did or could have led to injury in the lunchroom. Shown the picture of their lunchroom, the pupil will be able to list areas of possible danger. Given an emergency situation, the pupil will be able to repeat the planned evacuation plan of the lunchroom.	Have a lunchroom drill to help child become familiar with the cafeteria procedures. Practice a fire drill procedure from the lunchroom.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
II. Play Areas School playground Apparatus Swings Slides Climbing structures Ladders Bars	After explaining the use of playground equipment, the pupil will be able to list accidents which could result from improper use. The child should know the importance of appropriate conduct. (Dangers of tricks, tripping and roughness). "Horseplay" frequently results in accidents. The child should know that the proper use of equipment is important in preventing accidents. "The right way is the safe way".	Give a demonstration of the proper use of playground equipment. Have the children examine the equipment and discuss possible hazards. Ask the elementary physical educator to demonstrate the basic skills needed during physical activities to prevent accidents. Let the children formulate ways to reduce the number of accidents. The teacher may want to use a playground patrol to help during activity periods. Discuss precautions that can be taken during the performance of various activities to prevent accidents.	Many accidents in the school occur during free play. Some accidents happen because of the nature of the activity such as running, jumping, speed, etc. The teacher must recognize and guard against accidents in each activity. Pupils should be cautioned against running without looking where they are going as it can be dangerous.
IV. Public Assembly Auditorium Audience Responsibility Exits Doors Floors Aisles	The pupil will know the hazards involving exits, floors, chairs, benches, aisles, or misplaced objects.	Discuss appropriate behavior at school assemblies. Practice a fire drill procedure from the auditorium.	Teachers should try to make children aware of need for courtesy in the auditorium at all times.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
. Precautions on Special Occasions A. Decorations B. Parties 1. Demonstrations 2. Games 3. Food 4. Costumes	The pupil will be able to state dangers pertaining to fire safety during special occasions at school. The pupil will be able to describe precautions regarding the safe use of costumes, decorations, games and food at a party. The child should know that children may be victims of accidents at holiday time. The child should know that Halloween can be fun if everyone is careful. The child should know that some costumes are hazardous when worn after dark, because they prevent a motorist from seeing the wearer. Costumes should be flameproof. The child should know that there are dangers involved in certain games such as "trick or treat."	List precautions in planning games such as "trick or treat": Examples: . Have an adult accompany the child. . Visit only houses, or apartments where occupants are known. . Do not eat food or other edibles that do not have a protective covering or that can not be washed. Demonstrate how to equip a jack-o-lantern with an electric light bulb or flashlight. Discussion: . Why is "trick or treat" fun? . How can we make it safe?	Because of the excitement, children tend to forget safety at holiday time. Jack-o-lanterns are safer when a flashlight is used inside, instead of a candle. Every year children are traffic victims because motorists do not see them. The masks should allow good visibility for the pedestrian.
I.. Precautions in the Neighborhood	The child should know that some hazards exist in all neighborhoods.	Have students tell about hazards in the neighborhood -- and how they can be eliminated or minimized.	With increased building and road construction in some areas, hazards exist at times.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
	The child should recognize serious injury and know how to obtain assistance as rapidly as possible.	Demonstrate the use of a telephone to get assistance.	Neighborhood hazards: . Excavations . Railroads . Creeks and rivers . Dumps The fastest method of obtaining assistance may be by dialing the operator.
III. Recreational Safety A. Winter	The child should know that safe sledding can be fun. The child should know that skating is good exercise. The child should know that correct and safe methods of skiing are essential.	Bulletin boards on skating can be made. Have posters made showing safe sledding practices.	Sledding is safer away from trees. Sledding should be done in a safe area. If a sled is designed for one person, it should only be used for one person at a time. When used properly, separate paths for going uphill and downhill can prevent sledding accidents. Warm and comfortable clothing should be worn when sledding. Skate only where the ice has been tested for thickness and strength. Don't skate alone. Use a skating rink, where supervision exists, if available.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			Warm and comfortable clothing should be worn. Skiing should be done only by those who have prepared their bodies for skiing. Fundamentals are necessary before skiing is accomplished. Ski only in a safe area with no rocks or stumps. One should not attempt what others do unless one has perfected the necessary skill. Safety bindings are important in safety.
B. Spring and Summer			
Kite flying Swimming Boating Hiking and Camping	The child should know that kite flying should be done in a safe area. The child should know that all swimmers have limitations. The child should know that fewer swimming accidents would occur if people became more skillful while swimming and observed all water safety rules. The child should know that boating rules are for his protection.	Discuss safety precautions to be observed in kite flying. Examples: . No mental on kits or twine, use only string. . Stay away from power lines, T.V. and radio antennas. . Do not climb to retrieve a kite. . Donot attempt to get a kite from a power line by reaching or climbing the pole, etc.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Discuss swimming safety rules: . Swim only in a supervised area where a qualified adult or lifeguard is on duty. . Keep clear of the area under the diving board. . Observe all signs and regulations. . Know the depth of the water. . Don't swim alone. . Farm ponds can be dangerous. . Do not use flotation equipment where you would be in trouble if it failed. Make posters showing safe boating practices. Discuss safe practices in boating: Examples: . Sit still in a boat. . Do not overload a boat.	One in every four drownings occurs to recreational swimmers.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		. Wear life preservers. . Don't distract the operator.	
	The child should be aware of the safety precautions necessary in camping and hiking.	Make posters such as "Smokey the Bear". Draw pictures of poison ivy. Ask pupils to report on poison plants such as poison ivy; appearance, place of growth; means of eradication. American Red Cross First Aid Text has colored pictures of poison ivy. Make a scrapbook for camping and hiking. Discuss camping and hiking regulations: . Keep with the group, facing the traffic. . Wear suitable clothing, shoes, sun hat. . A First Aid kit should be included. . A compass is a necessity. . Be sure that drinking water is safe. . Poison plants should be avoided (poison ivy, poison oak, and poison sumac). . Do not eat fruit and vegetation that are unfamiliar. . Put out all camp fires when leaving the camp.	The Audobon Society has materials covering plants, snakes, etc.

APPENDIX

Will contain:

Games

Songs

Plays

Poems

Type of letter to parent relative to bus behavior

Discussion guide for teaching safety on the school bus

Other pertinent and helpful materials, e.g.
(packet sent home on opening day)

SAFETY SONGS,

POEMS,

AND PLAYS

SAFETY SONGS

A bicycle safety song is a good way to lead into a discussion of all bike safety rules. It's sung, of course, to the tune of "A Bicycle Built For Two":

Pe-dal push-ers, bikes can be lots of fun
But ride a-lone when out for a spin you've spun,
Remember that riding double
Can only bring you trouble --
If stopped or bumped,
One guy gets dumped
'Cause you're bicycle's built for one!

STOP - THINK!

Tune: "Hail! Hail! The Gang's All Here"

Stop! Wait! A car's in the street!
Don't you see it coming?
Hear the motor humming?
Stop! Wait! Just take your time!
Help save a life today.

Stop! Wait! Relax and live!
You don't have to hurry;
There's no need to scurry.
Stop! Think! Let safety rule
As you drive your car today.

PLAY THE SAFETY WAY

Tune: "Jingle Bells"

Save a life! Save a life!
Do your bit today.
Oh, what fun it is to run
And play the safety way.
Watch your step! Watch your step!
Take no chance today.
You don't want any broken bones;
So, play the safety way.

ALL THE TIME

Tune: Battle Hymn of the Republic"

We're careful in the morning
When we're on our way to school.
We're careful when we're going home
To break no safety rule.
We're careful in the building
On the steps we never fool.
For we're careful all the time.

Safety First is what we practice.
Safety First is what we practice.
Safety First is what we practice.
For we're careful all the time.

We never run in front of cars
Nor hang onto a truck.
We look before we cross the street
Just so we won't be struck.
We know that accidents are not
A matter just of luck,
So we're careful all the time.

YANKEE DOODLE SAFETY

Tune: "Yankee Doodle"

When Yankee Doodle came to town,
Through lane and street and biway,
He looked around and up and down,
Before he crossed the highway.

Yankee Doodle had some pep,
Dressed up spick and spandy,
O, be careful, watch your step,
Like Yankee Doodle Dandy.

SING A SAFETY SONG

Tune: "Sidewalks of New York"

Safety! Safety!
Sing a safety song.
Sing for safety every day
And help the cause along.
You and I together
Can save a life today.
So, let's take care
And watch our step,
And live the safety way.

THINK OF SAFETY

Tune: "The More We Get Together!"

The more we think of safety,
Of safety, Of safety,
The more we think of safety,
The happier we'll be.
Drive safely, walk safely;
Play safely, ride safely;
The more we think of safety,
The happier we'll be.

SAFETY FIRST

Tune: "Little Brown Jug"

Riding on the bus to school,
Don't act like a silly fool.
As you travel mile by mile,
Keep your feet out of the aisle.

Safety First, Safety First,
Use your head and use your eyes.
Safety First, Safety First,
When you're careful, you are wise.

On the playground, running 'round,
Don't knock others to the ground.
Near the swings don't run and jump,
Swings can give a nasty bump.

Traffic's moving very fast,
Trucks and cars are swishing past.
When they see that red light show,
They will stop and you can go.

If you have a special place
On the playground, know your place;
In the boundaries you must stay,
You'll be safe there while you play.

THE SAFETY WAY

Tune: "Do-Re-Mi" (from the "Sound of Music")

"S" for Safety, save a life,
"A" is aim toecareful be.
"F" is faith in safety rules;
"E" evade all jeopardy.
"T" is think before you act;
"Y" is yield the right of way.
So for danger be alert
And you'll live the Safety Way.

"S" is for the sleep you need;
"A" is always be aware.
"F" is for the fun you have,
"E" is exercising care.
"T" is try to do your best;
"Y" is wise, beware of falls.
So for happiness and health
You abide by safety rules.

TOGETHERNESS

Tune: "Red River Valley"

Oh, we feel mighty comfy and pally
In our front seat just built for us two.
When in with us are Tom, Dick and Sally
And at times Maude and Herbie and Sue.

Round the corners it's tough with the steering,
And my foot sometimes can't find the brake,
And the jam interferes with my breathing,
But the fun, gee, how merry we make!

Oh, I'm sorry I banged up the lamp post -
When they fell on me, what could I do?
But we sure have made jobs for the doctor
And our noses and teeth are all new!

OUR PLEDGE

Tune: "America the Beautiful"

Oh, safety must our motto be,
Our slogan and our goal;
Our own eternal vigilance
Must be our vital role.
America, America,
We'll ever strive for thee;
Our strength and health will be thy wealth
Thy hardy children we.

For vigor and for usefulness,
For mental clarity,
For life and limb, and happiness
Our safety aim must be.
America, America,
We'll ever heed thy call;
In strength and health we'll be thy wealth
Thy able children all.

S.FETY POEMS

KEEP HALLOWEEN HAPPY

The wind comes with a humming sound,
Tossing the leaves red, gold, and brown
To make a carpet over the ground,
And welcome Halloween to our town.

Doughnuts and cider are a special treat
That hungry children love to eat;
And goodies lie so tempting and sweet
On the shelves of food stores on every street.

The witching hour of that special day
Will bring funny characters out to play.
We take this opportunity to say,
"Celebrate Halloween in the safest way."

Don't bungle, and take great care
With any costume that you may wear.
Some burn quickly, if they touch a flame;
So look and listen as you laugh and play;
Keep Halloween happy . . . KEEP FIRES AWAY!

S.FETY ALW.YS EVERYWHERE

Life at home is lots of fun,
If that home is carefully run.
No dark hallways or rickety stairs,
Piles of junk, or dangerous chairs;
But a place where each one does his best
To keep home safe for all the rest.

Life at school is busy and gay,
When things are done the safest way.
No foolish stunts or broken rules;
Care in the use of equipment and tools.
Be concerned for all your friends,
And all will be safe as each day ends.

Life at play is best of all,
Unless we have an accident call
From some unfortunate, injured one --
With aches and pains just begun;
Because of carelessness at play.
This is sure to spoil any day.

RESPONSIBILITY FOR MYSELF

When I come to school each day,
I try to take the safest way.
I'm careful at corners and watch the light.
It's safest always to know what's right.

The patrolmen help look after me,
And council members watch helpfully.
But when I'm alone, I know it's wise
To be alert with my ears and eyes.

All the safety rules I know
Help take me safely wherever I go.

SAFETY RULES

Safety isn't hard to find,
If you have a bright, alert mind.

When you see lightning in the sky,
Under the trees you must not hide.

Enjoy a cool swim every summer day,
But in view of land you always must stay.

When you want to cross the street,
Move your eyes before your feet.

If you walk in the night,
You should wear something white.

When smoke you see or fire you smell,
Don't hesitate to sound the fire bell.

If you put your toys away,
It will end a happy day.

To have a long, healthy life,
Safety rules you must not fight.

SAFETY PLAYS

WHAT WE HAVE LEARNED

Announcer- Today we would like to present some safety rules, songs and poems that we have learned.

Girl- MY POLICEMAN

He is always standing there,
At the corner of the square,
He is very big and fine,
And his silver buttons shine.

All the cars and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I am very small,
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Eleven Children- FIRST AND ALWAYS

1st: S For Scooter - Let it stop
As still as still before you hop.

2nd: A For Autos - Don't barge through
But wait until they wait for you.

3rd: F For Fire drill - Never run
Or shout or push in fear or fun.

4th: E For eyes alert each day
To put sharp tools and knives away.

5th: T For tracks - The sign is boss:
Stop and look before you cross.

6th: Y For Yard that's good as new
When free of junk ... and safer too.

7th: F For first-aid rules to learn --
Wash a cut, and clean a burn.

8th: I For ice -- when it is thin
Keep off or you'll go crashing in.

9th: R For rules about a bike:
No racing, stunting and the like.

10th. S For sidewalk and for street --
Obey each safety sign you meet.

11th: T For trash that's underfoot.
Come, don't let the stuff stay-put.

ALL That spells safety first, you see --
First with you and first with me.
Follow every rule and rhyme
For safety first -- and all the time.

Child - (Poem)

TAKING TURNS

The cars go swish as they hurry along,
Their tires are squishy and fast,
So I stand and wait while the light is wrong,
And watch the cars going past.

When brakes go squeak and a whistle is shrill,
And tires are suddenly slow,
When the light turns green and the cars are still,
It's my turn then, and I go!

Thirteen Girls - (Announcer) We shall sing three safety songs:

CARELESS JACKIE (American Singer - Bk. II)

Little Jackie Noodle
Was scooting in the street,
When along came an auto
And knocked him off his feet.
Foolish little Jackie,
Being indiscreet,
Learned after that
Not to scooter in the street.

RACING DOWN THE HALL (Tune: "Coming Through The Rye")

If a body meet a body,
Racing down the hall.
If a body bump a body,
There will be a fall.
Every lassie, every laddie
Must be full of care.
Or someone's going to crack his head
And have a bump to wear!

WET HANDS (Tune: "Jolly Old St. Nicholas")

Any time your hands are wet,
Anywhere or which,
Don't turn on electric lights,
Don't go near a switch.
Don't turn on the radio
When your hands are wet,
Or you may be very shocked
By the shock you'll get

Six Children - Safety Poem

FIRST CHILD (Carrying marbles and bag to put them in)

Marbles are pretty to look at
And to play with them is fun,
But they're best right here in the bag
When all the playing is done.
And oh, they're bad on the stairway
So be sure to pick up every one.

SECOND CHILD (Carrying toys)

I love my toys. Upon the floor
I play with them each day.
But they aren't nice to walk around
So I put them all away.
When I have finished playing
Each one in his place will stay.

THIRD CHILD (Carrying knife and piece of wood)

This knife is sharp, I like it so
To whittle out the wood.
But cutting toward your fingers,
You never, never should.
To keep your hands both safe and whole,
Cut from you. That is good.

FOURTH CHILD (Carrying scissors and construction paper)

See my shiny little scissors, and
My, what lots of things they do.
They've made this line of little girls
While I've been showing them to you.
But they are sharp. I won't forget
To put them up when I am through.

FIFTH CHILD (Carrying tray of pins and two pieces of cloth. She gives tray to fourth child to hold while she works)

Pins are so useful when we sew;
We take them from the tray,
We lay the pieces even - so,
And pin them so they'll stay.
And always when the work is done
We put the pins away.

SIXTH CHILD (Carrying needles and thread and cloth to sew, also cushion which she hands to fifth child to hold)

Sometimes I use needles,
They're handy as can be.
I never stick them in my clothes,
They might stick into me.
I do not leave them lying 'round,
I use the cushion. See?

One Child - Poem

WHEN HE WAS YOUNG

My father was a perfect child -
He always did things right.
He never broke a single rule
From morning until night.
He never stepped between the cars
Parked up and down the street.
He always used his handlebars,
And never swung his feet.
He kept his sister out of sight
Of pins and matches, too.
He never stepped from moving cars
The way some people do.
He only crossed at corners,
And no hooking rides for him.
He never played near traffic,
And he looked each way with vim.
He always followed every sign
In playgounds and at school,
And on the street and in the park
And at the swimming pool.
My father was a perfect child -
His halo shone like new.
I guess if I were good as that
I'd talk about it too.

Six Children - Poem

SAFETY

S is for Safety for you and for me.

A is for Alert, which we always should be.

F is for Fun, when you're safe and secure.

E is for Eyes and for ears that make sure.

T is for Time to keep each safety rule.

Y is for You - safe at home and at school.

Whole room sings SAFETY FIRST (Tune: "For He's A Jolly Good Fellow")

Oh, safety's better than sorrow,
Today, tonight and tomorrow,
For trouble's no good to borrow,
At school, at work, or at play.

So stop, take notice, and listen,
And help your future to glisten,
There's no better rule than this 'n,
Put safety first every day.

CURTAIN

A VISIT TO SAFETY TOWN

Act I

(Safety Town players are seated - two groups one on each side of stage)

ANNOUNCER

We are glad that you could come today
To see our little safety play.
Let's be safe for every day;
Our kindergarten class will show the way.

Song: At the Station

Sound: Train whistle and bell (train can be imagined as behind rear curtains)

CHILDREN

Goody, goody, here's the train ---- (clap hands)
Oh, we are so glad we came.

CONDUCTOR

All aboard, don't be slow.
To Safety Town our train will go.

(Children step forward as if to board the train as the conductor continues)

Tickets, please, step right this way!
We go to Safety Town today.
That is where they work and play
In the safest kind of way.

CHILDREN

(Calling as they board the train - in reality going behind rear curtains)

Hurrah! To Safety Town we go.
Safety rules we want to know!

(Children exit between rear curtains as if they have entered the train. Conductor follows them.)

Act II

ANNOUNCER

Where is Safety Town? Why, we are already in it -
And the train should be here any minute!

Sound: Train whistle and bell.

CONDUCTOR

(Calling from behind rear curtain where train is supposed to be arriving.)

Safety Town, Safety Town, out this way -

ANNOUNCER

Wait - Safety Town children h ve something to say -

SAFETY TOWN CHILD

Off car or train you must not hop
Unless you're sure it's come to a stop.

CONDUCTOR

Thank you - you are very kind.

TRAIN CHILDREN

(Stepping out cautiously from behind rear curtain.)

That rule we'll all be sure to mind.

(Train children take their positions in rear of stage between the two groups of Safety Town citizens who are to teach them rules.)

SAFETY TOWN CHILD

And at railroad crossings look real well,
A train might be coming, who can tell?

SAFETY TOWN CHILD

(Holding up red disc)

Do you see this sign of red?
It means Danger - Look Out - Use your head.

TRAIN CHILD

Safety Town children we are glad to meet -
Oh, look - there goes a ball in the street.

(Ball is followed by little girl who looks carefully both ways and walks slowly over to pick it up)

GIRL (SAFETY TOWN CHILD)

Before I chase my ball, I look both ways - see -
Because a car might come and run over me.

(Two children walk about making a square corner while another holds up a green light for them to cross.)

SAFETY TOWN CHILD

We cross only at street corners where the light is green.
In a hospital car we don't want to be seen.

TRAIN CHILD

But what if the corner has no light?

SAFETY TOWN CHILD

We look first to the left and then to the right.
And sometimes the policeman shows us the way.
Here is a game we like to play.
The traffic cop will stand in the square -
He faces the children who stand over there.

SAFETY TOWN CHILDREN

If facing us his arms stretch far,
We know we stop by foot or car.

(Children stretch out arms as they face the policeman)

But should he face the other way,

(Children turn sideways)

We know we go while others stay.

(The same panorama is acted out in like manner with the policeman doing his part and blowing on a small traffic whistle each time he turns.)

TRAIN CHILDREN

(Looking on from rear of stage)

Playing at traffic cops must be fun -
Thank you for showing us how it is done.

TRAIN CHILD

Be safe on the street - that's a good rule -
But how can we be safe at school?

SAFETY TOWN CHILD

This safety rule you hear is mine -
Don't push or shove when you're in line.

SAFETY TOWN CHILD

And this is a rule to follow with care -
Walk slowly up and down the stair.

SAFETY TOWN CHILD

And here is a rule for the playground, too -
We let others take their turns, do you?
And never stand up in anyone's swing -
You'll get hurt as sure as anything.

TRAIN CHILDREN

Your schoolhouse rules we'll try to obey,
But before we leave your town today -
We want to know if you have any others
That we can take home to our fathers and mothers.

SAFETY TOWN CHILD

Yes, we have - and here they come -
A Safety Town family - every one.

(Safety Town family - mother, father, boy and girl - arise from side of stage where they have been seated and come forward.)

LITTLE GIRL

This is what I want to say -
Be sure to put your toys away -
Because sometimes when it's dark at night
They'll make you fall. Isn't that right?

LITTLE BOY

Boys and girls should all take care
Not to run up and down the stair.
'Cause they might slip and have a fall
Or hurt someone else - that's worst of all.

FATHER

You children have learned your rules quite well.
Mother, is there something we can tell?

MOTHER

I'll fix my rugs so they won't slip
And make somebody have a trip.

FATHER

And I'll make doors and windows good as new
So they won't bang about and hit us, too.

MOTHER

And Father, you won't please forget
That old broken kitchen step?

FATHER

No, Mother, I'll make all things fast -
I want our Safety rules to last.
We'll clean up rubbish, too, today
We don't want fires out our way.

MOTHER

The knives and scissors I'll put by
So Baby won't get hurt and cry.
A Safety family we will be
To keep us stong and safe, you see.

Sound: Train whistle and bell. . .

TRAIN CHILDREN

Hark! We hear the whistle blowing!
Back home now we must be going.
Good-bye to Safety Town we'll say,
You helped us learn our rules today.
We'll try to make our town safe, too,
That's what all children ought to do.

(Train children file out through rear curtains followed by conductor)

(Safety Town children form a straight line and march out saying:)

Hurrah for the Safety Town rules that are right!
A safe year to all and to all a "Good-night."

ANNOUNCER

This is the end of our Safety Town play,
We hope you have learned some rules today.
Work and play in the safest way,
And that is all we have to say.

CURTAIN

FRAMINGHAM PUBLIC SCHOOLS

SAFETY EDUCATION CURRICULUM GUIDE EVALUATION

GENERAL COMMENTS

SUGGESTIONS FOR ADDITIONS OR DELETIONS

SPECIFIC COMMENTS (Please include page references where applicable)

Name _____

Grade Level _____

School _____

IMPROVING

ELEMENTARY SCHOOL SAFETY

1972

SAFETY EDUCATION CURRICULUM GUIDELINES

Grades 4 - 5

Dr. Albert L. Benson, Jr., Superintendent of Schools

George P. King, Associate Superintendent

Dr. Alvin L. Collins, Elementary Director

FRAMINGHAM PUBLIC SCHOOLS
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Framingham, Massachusetts
01701

IMPROVING

ELEMENTARY SCHOOL SAFETY

1972

SAFETY EDUCATION CURRICULUM GUIDELINES

Grades 4 - 5

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CONCEPT THEME

Safe Practices and a Safe Environment Promote Human Welfare

GENERAL UNDERSTANDINGS

There is a cause for every accident.

Many accidents can be prevented through the use of sound judgment, cooperation and knowledge.

The prevention of accidents is everyone's responsibility.

SPECIFIC OBJECTIVES

To develop a deeper understading of their privileges and responsibilities as pedestrians, bicyclists, and school bus passengers.

To appreciate the rights of others and become increasingly considerate of and responsible for the safety of themselves and others.

To have sufficient knowledge of school safety to be able to work with others in promoting a safe school environment.

To behave in ways that reflect both a broad understanding of outdoor safety, and a desire to maintain a safe and healthful outdoor environment.

To possess the attitudes, knowledge, and skills necessary to react quickly and efficiently in common emergency situations.

CONCEPTS

Traffic and Pedestrian Safety

School Safety

Home Safety

Fire Safety

Outdoor Safety

TRAFFIC AND PEDESTRIAN SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. Pedestrian Safety		Prepare a display of student drawings about pedestrian safety.	Accident rates go up when there is traffic congestion - more cars on the roadway + more speed = more accidents.
A. Rules for Adverse Conditions 1. Inclement Weather 2. Walking at Night 3. Intersections 4. Walking on Right-of-Way 5. Parked Cars	Given a series of magazine pictures showing adverse conditions, intersections, and persons walking at night, and on the right-of-way, pupil will name all the rules relating to each unsafe condition.	Make a shadow box or T.V. box and have pupils prepare a series of drawings about pedestrian safety. Collage incorporating rules for safety under adverse conditions. Example: Flashlight for walking at night.	Darkness triples the hazards because of poor visibility. Better street lighting reduces accidents.
B. Traffic Control Devices 1. Signs 2. Signals		Make symbolic drawings of traffic signs. Have children interpret meaning of shapes from drawings. Make up riddles for traffic signs.	Laboratory tests on drivers involved in fatal accidents have shown high levels of alcohol in their systems in many instances, thus showing that excessive drinking of alcohol before driving is dangerous. When traffic laws are enforced, accidents can be reduced.
C. Traffic Control Personnel 1. School Safety Patrol 2. Adult Crossing Guards 3. Policemen	Given the three different traffic control personnel, the pupil will describe the duties of each.	Interview traffic control personnel concerning their duties. Make oral reports to class on result of interview. Role-playing situation in which panel of children interview a child who "pretends" to be expert. ("Meet the Press", etc.)	Pedestrian accidents may occur when people violate safety principles by: . jaywalking . hitching on vehicles . playing in the streets . walking into the street from between parked cars . crossing between intersections . crossing against traffic signal

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Invite traffic control personnel to classroom as speakers. Include children in school patrol. Film: "Your School Safety Patrol" (available from A.A.A.) Investigate career possibilities in safety control. Investigate possible additional traffic controls in future and write creative solutions.	The color and shapes of signs give information and directions. In Massachusetts, one sees such typical signs as: . STOP - red octagon (The yellow signs are being replaced by red because red denotes danger.) . DANGER - diamond shape, usually yellow . YIELD - usually yellow and black . Speed limit signs are black and white - rectangular . Interstate roads have a shield. The old system was black and white, the new system is red, white and blue. Patrol members learn traffic safety by direct participation in the patrol.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
II. Traffic Safety A. Safety Conduct 1. Automobiles a. Entering and Exiting b. Seatbelts and Restraints c. Proper Behavior	Given a situation involving an automobile, pupil will demonstrate the proper ways of entering and exiting, utilizing seatbelts and restraints, and proper behavior.	Use posters showing safety in applicable areas: (Obtain from local American Automobile Association.) Discuss the three aspects of school bus safety: . the driver . the equipment . the driver Discuss school rules for bus riders as stated in guide "How Safe Is Your Child?" (See Appendix)	Safety precautions: If there are overhead racks, make sure parcels are placed in such a position so they do not fall if the bus stops suddenly. While riding the bus: . Place lunch baskets, musical instruments, large parcels, under the seat. Never place anything in the aisle where others may trip over it.
2. Busses a. Waiting at Bus Stop b. Riding on Bus c. Entering and Exiting	Given a situation involving a bus, pupil will demonstrate the proper behavior for waiting at bus stop, riding on bus, entering and exiting.	Children's poster contest on any aspect of bus safety. Children design bulletin board on bus safety emphasizing rules discussed in class. Invite Safety Officer to show his tape on bus safety.	. Stay seated until the bus stops. . Do not tamper with emergency equipment or windows. . It is best not to eat in the bus. . While getting off the bus -- if you pass in front of the bus, make sure the driver signals that it is safe and then be at least 10 feet in front of the vehicle. If you walk along the side of the bus, remember it is dangerous if slippery. Get to the side of the road as quickly as possible and don't loiter.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
III. School Buses			Signals: Every school bus shall be equipped with two flashing red lights in front and in the rear.
A. Loading Zone 1. Street and highway crossing 21 Bus stops 3. Boarding and getting off the bus	Shown pictures of bus loading zones, the pupil will orally indicate the hazards existing in the area, or simulate the problems by role playing.		Signs: Every school bus shall carry in the front and rear, signs -- SCHOOL BUS -- in letters not less than 8 inches in height.
B. Passenger Responsibility 1. Daily transportation 2. Pupil Excursions	After discussing passenger responsibility, the pupil will state ways of avoiding accidents on the bus.		Stopping: Buses shall come to a full stop at railroad grades crossings.
C. Emergency Door	Given a list of emergency situations, such as blowouts, fire, bus failure, etc., the pupil will list the emergency procedures involving these situations.		Overtaking and Passing: The driver of a vehicle shall come to a full stop when a school bus is taking on or discharging passengers, and should not proceed until the bus has moved ahead.
			Some suggested duties of bus patrol: . Assist younger children load and unload. . Make sure all parcels are safely stored. . Aiding pupils to use emergency door when required. . Follow instructions of the driver in emergencies.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
IV. Bicycle Safety			
A. Rules 1. Streets and Highways 2. Right-of-Way 3. Intersections 4. Directional Signals 5. Adverse Conditions 6. Night Riding 7. One Rider Only	Given a series of illustrations showing streets and highways, intersections, adverse and night conditions the pupil will list all the rules that correspond to each illustration.	Have pupils visit 3rd grades to explain bicycle safety rules in preparation for bicycle riding in September.	
B. Proper Fit 1. Handlebars 2. Seat 3. Peddles 4. Frame	Given a display of bicycles the pupil will demonstrate how the handlebars and seats are adjusted for proper fit.	Have group discussion on required equipment. (Brakes, lights, horn or bell.)	See "How Safe Is Your Child?"

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
C. Maintaining Safe Condition 1. Proper equipment 2. Regular Inspections 3. Proper Servicing	Given a bicycle the pupil will identify areas which require routine inspection and maintenance for safe operation.	Set up inspection stations as is done for automobiles, awarding safety stickers or rejection stickers. Inspection checklist should be prepared by students and distributed to school population before inspection date.	

SCHOOL SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
1. School Building		Film: "Safe Living at School" Association Films, San Francisco.	
A. Classroom			
1. General Safety		Teach good housekeeping -- desks should be clean and uncluttered; coats in proper places; use of waste basket; proper procedure to erase chalkboards.	
Furniture Chairs Cupboard and closet doors Tables, desks and counters	Given pictures of classroom furniture, the pupil will identify possible hazards involving the misuse of furniture	Demonstrate how to handle pointed objects, glass, and tools.	
School Utensils Crayons Pencils Scissors	The pupil will state hazards resulting from misused school utensils or other objects.	Discuss the reasons for staying away from radiators, electrical fixtures, playing on chairs.	
Sharp Objects			
Handling Inanimate Objects	Given boxes, chairs, books, cartons, the pupil will demonstrate procedures from the following: lifting, lowering, carrying, or team carrying.	Demonstrate how to carry chairs, working materials, and other equipment safely. (Lift the chair by placing the hand where the legs join the back. Lift with the legs and keep the back straight.)	
		Write and produce a puppet show demonstrating proper use of utensils and objects.	
		Musical chairs -- carry a chair and sit when the music stops.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
2. Animals		Resource speaker from local pet shop to speak on care, feeding, cleaning and handling of animals.	Animals in the classroom can be dangerous; for example, turtles can spread salmonella germs if children do not wash their hands after handling.
Housing Cages Aquariums Terrariums Bowls	After discussing the importance of proper housing of pets in the classroom, the pupil will name hazards which may be involved with the size, type, or condition of the cages.	Practice correct animal safety with care of classroom pets, perhaps with a pupil-made chart as a reminder.	
Caring Feeding Cleaning Handling	After discussing the importance of the appropriate containers, and the proper and adequate amounts of food when carying for animals, the pupil will state accidents which might occur through carelessness in feeding animals. The student will demonstrate on toy animals the correct washing and brushing procedures which would avoid hurting himself or the animals. Given pictures of children handling animals, the pupil will name hazards which could result when picking up, carrying or touching.		

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
3. Parties Demonstrations Games Food Costumes	The pupil will describe precautions regarding the safe use of costumes, decorations, games and food at a party.		
B. Corridors 1. Floor surface 2. Lockers 3. Corners	The pupil will state orally or list hazards relating to unsafe practices in the hallway.		
C. Stairways 1. Steps 2. Railings	The pupil will use railing as a guide when using stairway. Walk one step at a time when ascending and descending.	Have the class demonstrate the proper procedures of using stairways.	
D. Lunchroom 1. Entering lunchroom 2. Eating lunch 3. Leaving lunchroom	Given a two day period, the pupil will list at least ten incidents which did or could have led to injury in the lunchroom. Shown the picture of their lunchroom, the pupil will list at least five areas of possible danger. Given an emergency situation, the pupil will repeat the planned evacuation plan of the lunchroom.		Stress these points: . All students must maintain orderly conduct. . Keep all aisles clear of feet, books, etc. . Know where the fire exit is and know what to do in case of emergency; e.g. loss of power, fire, etc. . All children remain seated until dismissed by groups. (crowding causes accidents)

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
E. Auditorium Auditorium responsibility Exits Doors Floors Aisles	The pupil will state hazards involving exits, floors, chairs, benches, aisles, or misplaced objects.		See "Stress these Points" under Lunchroom -- Supplementary Information For Teachers (Page 9)
F. Laboratory	The pupil will discuss hazardous areas in the laboratory and demonstrate ability to safely handle potentially dangerous equipment.		Have all students: . Work under supervision. . Always use safety devices required (goggles, shields, etc.) . Handle all materials with care. . Report any accidents or broken equipment.
G. Gymnasium	The pupil will formulate a list of safety practices for the gymnasium.	Invite physical education teacher to visit classroom to discuss list of safety procedures drawn up by pupils.	The proper attire for gymnasium activities should be selected. Sneakers help prevent accidents. Make sure laces are properly tied. Have a warm-up period, a period of instruction, demonstration, and time to apply the principles learned. Jewelry and pins should not be worn on the physical education attire. These can cause injury. If glasses are worn, make sure they are safety glass.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			Noise should be kept to a minimum so that directions can be heard. Pupils should wait until directions are given before proceeding. Use safeguards -- helmets, masks, gloves, mats -- as indicated. Leave enough room between relays, set the finish line at least 10 feet from a wall; use a line. Do not use walls for finish lines. Supervise all the time. Emphasize that long fingernails can cause injury. Do not allow gum chewing during any activity as it may cause choking or indirectly cause tongue injury.
II. Play Areas			
A. School playground 1. Apparatus Swings Slides Teeter-totters Climbing structures Ladders Bars	After explaining the use of playground equipment, the pupil will list accidents which could result from improper use.	Discuss and demonstrate safety precautions.	Safety precautions for use on school grounds: . Swings are for swinging, not for climbing, etc. . Be sure area is clear of people before swinging.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			. The swing should be stopped before a person gets off. . Slides can be safe; only one person should be allowed to climb at a time and one person slide at a time. . Only allow feet-first sliding and stress clearing the area at the bottom immediately. . Climbing -- A safe distance should be kept between climbers (a grip with the thumb around the bar and curve around opposite fingers where feasible; land with knees slightly bent and on balls of the feet, not the heels.) . Teeter Boards -- Partners should sit facing each other; keep ankles and feet clear. The leaving of a teeter board correctly needs cooperation. Avoid bumping as this causes injuries. . Play only in designated area. . Keep play area clean and safe. . Care for smaller children.

HOME SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. Common Hazards A. Miscellaneous 1. Floors Throw rugs Slick surfaces Improper lighting	The pupil will identify three hazards which create an unsafe condition.	Show a picture illustrating throw rugs, slick surfaces, and improper lighting. Have students clip articles from magazines and newspapers concerning potentially dangerous toys.	Falls account for around 50% of the home deaths due to accidents. The reasons for these accidents include such as items as: stairs poorly lighted or cluttered, wet floors or linoleum, spilled liquid not wiped up, highly polished floors with non-rubber backed scatter rugs, icy walks and steps without hand rails.
2. Misplaced Objects Toys Extension cords Clothes Furniture	Give a list of ten items such as toys, cords, clothes, furniture, the pupil will select five commonly misplaced objects that cause falls.	Have students examine their own shoes to find unsafe items such as broken sandal straps, untied shoe laces, soles which have become unstitched and loose.	
3. Wearing Apparel Shoes Dresses and Coats	Given a display of shoes, dresses and coats, the pupil will identify one unsafe item from each group which might cause a fall.	Have students make graphs of common home accidents according to type, location, and frequency.	
4. Bathroom Bathtub Shower	Given a hypothetical situation in which one is taking a bath, the pupil will state conditions which could cause falls and conditions which could cause electrocution from nearby electrical equipment.	Build a model of a home and label potentially hazardous areas.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
B. Poisonous Substances			About 1,800 persons die each year and 260,000 suffer disabling illnesses from poisoning in the United States. Around 1,500 deaths occur in the home. Approximately 50% of those poisoned are under 20 years of age. Overdoses of the common medication aspirin, insecticides, and cosmetics are frequent causes of poisoning. See Drug Curriculum Guide for in-depth objectives and activities.
1. Medicines Correct Use Supervision	Shown a bottle of medicine, the pupil will state reasons why it should be taken under adult supervision.		
Labels	Shown a bottle of medicine with a blank label, the pupil will state items which should be found on the label.		
Storage Safe place	Given a list of storage locations, the pupil will name the appropriate storage area for poisons.		
2. Pesticides and Insecticides	Given a kitchen scene, the pupil will describe at least four precautions necessary for the safe use of pesticides and insecticides.	Class discussion: List the common household poisons and discuss first aid measures for each. Using an opaque projector, project types of poison labels on the wall or screen. Discuss the importance of these labels.	
Proper use Places Precautions			
Storage Containers Location	Shown a pesticide, the pupil will describe a minimum of two conditions necessary for its proper storage.		

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
3. Household Cleaning Agents			
Proper use Directions Adult supervision	Same as for pesticides.		
Storage Containers Location	Same as for pesticides.		
II. Safe Use of Electricity A. Electrical Appliances 1. Safe-operating	Shown an electrical appliance, the pupil will be able to describe conditions necessary for its safe operation and use.	Have selected pupils give demonstration of safe use of electrical apparatus. Have sample fuses on display.	Fuses and circuit breakers protect against dangerous "shorts" and serious overloading and can save expensive appliances. When a fuse blows, this could be a warning that something is wrong.
B. Proper Use 1. Following directions 2. Storage 3. Repairing		Have the class look up definitions of electrical terms (ampere, volt, watt, watt-hour, kilowatt hour). Discuss the many signs of low voltage and the dangers of overloading circuits. Perhaps experiments with batteries and bulbs would be science unit correlation.	Overheating and fire are the eventual results of overloading. Symptoms of low housepower: . Flickering and dimming of lights when appliances are turned on. . Appliances operating slowly or not as well as they should. . Fuses blowing or circuit breakers tripping too frequently. . Radios fade out or sound scratchy when appliances are turned on. . T.V. picture shrinks in size or "winces" when other appliances are turned on.

FIRE SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. General Fire Safety A. Fire Triangle B. Causes of Fire 1. Matches 2. Cigarettes 3. Electricity 4. Combustible Materials 5. Heating Equipment	The pupil will make a diagram illustrating the fire triangle. The pupil will list some causes of fires and ways of preventing each of them.	Develop a special project during Fire Prevention Week. Have the class list causes of recent fires. Make a scrapbook of fires showing the different areas where fires may occur: Fire safety checklists are available from National Board of Fire Underwriters and many insurance companies. Have pupils and parents complete the checklist and discuss the results with the class. Discussion: Why do firemen use oxygen masks? Why does heat rise? Have pupils conduct a fire hazard hunt in their homes. Make a list of flammable liquids used around the house: ether, benzine, naptha, anti-freeze, gasoline, kerosene, insecticide sprays, lighter fluid, carbon tetrachloride, etc.	Children could be taught the fire triangle. When one of these is taken away, the fire will go out. It is reported that 25% of home fires are caused by improper use of matches. Gasoline is very explosive in vapor form and gives off flamable vapors even when the temperature is below freezing. Explosions have occurred when gasoline vapors reach a pilot light or spark from an electric motor or compressor even at a distance. Most state laws do not allow a gasoline station attendant to fill a glass container with gasoline. Only non-breakable containers can be used for this purpose. They should be red and labeled "gasoline". Over 50% of all fire deaths are related to ignition of clothing. In addition, 150,000 injuries occur yearly.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			Keep these fluids in metal containers and store as little as possible. It is the vapors that cause the explosions. Rubbish such as cardboard boxes, excelsior, packing cases, and trash should be kept to a minimum in the basement, garage and attic. Spontaneous ignition -- many home fires start in the basement. Stacks of damp newspapers can cause spontaneous ignition as well as other improperly stored materials, such as celluloid, plastic materials, and other synthetics made of pyroxylin, furniture polish and/or cleaning polish rags, etc. Common causes of fires: . Children playing with matches . Misuse of electricity . Flamable liquids . Spontaneous ignition, as in the case of rubbish accumulation . Lightning

FIRE SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			It is estimated that 25% of all fires are caused by children playing with matches. Careless smokers are another cause of fires. Electrical fires may be caused by poor insulation, overloading of circuits, defective wiring, poor switches, improper use of plugs and extension cords. Common flammable liquids besides gasoline which give off flammable vapors are ether, benzine, naptha, some anti-freeze solutions, charcoal lighter fluids, and cigarette lighter fluid.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
C. Reporting a Fire 1. Report to Adult 2. Telephone Fire Department	Given a situation of a fire breaking out, the pupil will state the correct procedure to report the fire.	Observe the behavior and conduct of the pupils during subsequent fire drills to see if there is improvement in promptness, order, and other safety measures. Role play an emergency fire situation with telephone installed for classroom use.	
II. School Fires A. Fire Drills Procedure Essentials: . Know fire drill signal. . Exit in orderly, safe fashion. . Know how to exit from point in building. Know how to re-route lines. . Lining up outside of building. . Returning to building.	After hearing several loud, distinctive signals, the pupil will state which was the fire drill.	Have the pupils make a historical study of fire protection in their community. Conduct a field trip to the fire station or have the local fire department send a speaker to the school. Have pupils make a chart listing the beneficial uses of fire. Discuss how present-day lighting has become more safe in comparison to previous years when whale oil lamps, candles, kerosene lamps, gas lighting, were used in the home. Discuss early electric lights.	
B. Precautions on Special Occassions 1. Costume Parties 2. Holiday Parties 3. Decorations	The pupil will state dangers pertaining to fire safety during special occassions in school.	Make a chart for a fire drill in your school and mark exits in red.	

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
		Discuss the importance of the school fire drill. Conduct a fire drill with the principal and staff. Review safety procedures for classroom parties as they are held throughout the year.	
III. False Fire Alarms	The pupils will discuss the dangers of false fire alarms.	Check newspapers for false fire alarm reports.	Fire officials report that it costs over $100 to make the run to a false alarm and it also puts the firemen in unnecessary danger from traffic accidents, etc. Property and lives have been lost because the fire company was out at a false alarm.
IV. Matches A. Types 1. Strike-anywhere Match 2. Safety Match	When shown the 2 types of matches, the pupil will identify each. The pupil will state why the safety match is the safer. The pupil (older) will demonstrate the correct way to strike a safety match. (Under teacher supervision)	Panel discussion on the safe use of matches. Collage of empty match books.	Some suggestions for safe use of matches: . Never carry matches loose in the clothing pockets. . Close the cover before striking a match. . Watch sparks from matches; be sure they are out. . Keep matches and lights out of the reach of children.

FIRE SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
B. Precautions 1. Watch for Sparks 2. Use of long-handled matches 3. Storage 4. Out of reach from children 5. Lighting appliances 6. Keep away from combustible substances	The pupil will state the precautions to be observed when using matches.		. Do not discard burned matches in dry grass or other flammable areas. . Never use matches in closets or attics; use a flashlight instead. . Keep matches in a proper container. . Make sure the match is completely out before discarding it.
C. Disposal 1. Break stick matches 2. Sand or water filled receptacles 3. Make sure match is out	The pupil will explain verbally the correct way to dispose of a match.		

OUTDOOR SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
I. Winter Sports A. Ice skating	The pupils will state possible dangers in an ice skating situation, including skating at a rink, lake, river or pond.	Discussion of safety rules for safe skating.	Suggested rules for safe skating are: . Always be wary of ice-cracked areas. . Avoid danger zones - running water, open areas. . Never skate alone. . No speed skating in crowds. . Watch for open holes. . Skate in the daytime unless the area is sufficiently lighted. . Stop skating before you become to fatigued. . Wear adequate protection from sun and wind. . Be careful in the use of hockey sticks and pucks.
B. Skiing (optional)	Given a skiing situation, pupils will state reason for good equipment, good physical condition, good area conditions, and methods of avoiding accidents.	Discuss skiing equipment. Discuss the general rules for safety on the slopes. Class discussion: Proper conduct on a ski tow. Cut out pictures of ski tows and lifts. Discuss the safety rules for these devices.	Ski length and binding should suit the skier. Release bindings reduce the severity of accidents and can be bought from a local ski shop or sporting goods store. Ski poles should have leather hand straps and the top should be padded. Clothing should be wind proof and moisture proof.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers

It is advisable that skiers have strengthening exercises, especially for the legs, several weeks before planning to do your first skiing.

Ski instruction is essential to avoid accidents. Falling techniques should be included in the instructions.

A novice skier has difficulty with control.

The best area for skiing should have at least 6" of snow, and be free of rocks and stumps.

Rules in general are:

. Don't dally in the middle of the trail.
. Give full cooperation to the ski patrol.
. Don't litter ski area with trash or rubbish.
. Fill in your own "sitzmarks".
. Allow ample time before following another skier.
. Never descend a slope side by side with another skier.
. Never ski alone.
. When leaving the designated trail, notify someone at the ski lodge.
. Observe all safety precautions on ski lifts and tows.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			The rope tows have a twisting motion -- no loose clothing is allowed near the rope. Accidents are frequent when getting off or on a T-bar. Careful procedures should be followed here. The chair lift can reduce accidents but regulations must be followed.
C. Sledding and Tobogganing	Given a sledding and tobogganing situation, pupils will develop an original program on safety in these areas.	If the school permits it and if the area is available, the class could make a field trip to a sledding area. Television, radio, and stage shows.	Children are hurt hitching rides and sledding into the roadway. Sometimes over-loading sleds and toboggans cause steering difficulty and accidents. The return to the top of the hill should be separate from the sledding area.
D. Snowmobiling	Students will have a panel discussion about adequate training to operate a snowmobile and about following proper safety precautions.		Fastest growing winter activity for individual and family. Used also by Department of Agriculture for forestry duties, State Police and farm industry for transportation and rescue activity.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
			Hazards and precautions: . Operator should have some pre-handling training (i.e., the proper way to lean into or out of a curve or uphill or stop progression.) to reduce incidence of upset of machine on top of operator. . 18 to 20 inch tread lends the machine to great upset capabilities. . Skin temperature drops markedly when exposed to 7-15 miles per hour wind at 30°-32° or below. . Wear moisture proof and wind proof clothing. Jump-suit type gear has been developed for this sport. . Face masks ensure warmth or ears and nose; heavy boots for warmth. . Wear approved protective lenses or goggles and glasses to prevent eye damage by flying snow and/or foreign objects. . Well laid out trails are important-free of stumps,vines,rocks. . Type of machine with front bumper is helpful in preventing collision with stump or another machine.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
II. Summer Activities			
A. Baseball and Softball	Pupils playing baseball or softball will demonstrate safe rules of play.	Demonstrate safety equipment used in baseball; e.g. batting helmet, catching equipment, taped handles on bats, non-breakable sun glasses. Ask some of the boys in class to tell about the different ways that Little League, etc., baseball is safer. Discuss accidents involving players running into each other. How do ball players avoid collisions?	Baseball has a low accident record with few injury reports. Injuries involving players running into each other on the base paths and colliding catching a fly ball can be avoided. The batting helmet should be worn by all batters and catching equipment worn by all catchers. Spikes should not be worn by younger age groups, but rubber cleated shoes or sneakers are recommended.
B. Kite flying	Pupils will make and fly kites demonstrating their ability to find a safe flying area for kites.	Have a "Kite Safety Day". Have pupils bring in kites with safety slogans attached.	The local power and light company might provide material on kite flying. General good practices of kite flying are: . Fly the kite in a large open area; avoid wires and trees. . Use strong twine of nylon or cotton; avoid wire. . Fly the kite away from traffic. . Fly kites in dry weather; rain makes the possibility of shock greater.

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
C. Camping	Pupils will make a diorama showing a safe camping area.	Discussion: . Woods courtesy - ask permission, etc. . Fire building - on rock or clear areas. . Prevention of fire. . Use of woods, tools - axe, knife, etc. . Keeping clean and safe - latrine, food supply, water. . Weather - storms. . Hiking, fishing - clothing, hooks, etc.	Camp should be on high ground; mosquitoes frequent low areas. Check the water supply for purity; don't camp on the bank of a creek where there is danger of flash flood. Fire safety is essential at camp; light a fire only in a safe area - away from woods. Do not camp near a high tree in case lightning occurs. Check materials from your local office of Boy Scouts of America, State Conservation Department, Red Cross, Bureau of Physical Education - State Education Department, 4H Clubs, etc.
D. Boating	Pupils will list the accepted water safety precautions on a chart.		Safety precautions: . Carry life preserver. . Have proper lights and a fire extinguisher. . Steer clear of smaller boats. . Buoys and signposts in the water.

OUTDOOR SAFETY

Essential Learnings	Behavioral Objectives	Activities	Supplementary Information For Teachers
E. Poisonous Plants	Pupils will identify poisonous plants (ivy, sumac, oak) from pictures in books.	Cut out pictures of poisonous plants and label each.	Poison ivy, poison sumac, and poison oak contain toxic materials that consist of a resinous alkaloid. All have fruit that is greenish-white in color and look like smoked grapes. There are probably 50 to 60 varieties of plants in the United States that cause irritation to the skin. Pets may spread the poison. The smoke from burning poisonous plants may be responsible for the spread of the toxic substance. Poison sumac is a swamp plant, while poison ivy is usually a vine with shiny green leaves that turn brilliant orange in the fall.

A P P E N D I X

Type of letter to parents relative to bus behavior

Discussion Guide for teaching safety on the school bus

Local address of the American Automobile Association

Addresses of insurance companies

"How Safe Is Your Child?"

Notes

Evaluation form

FRAMINGHAM PUBLIC SCHOOLS
49 Lexington Street
Framingham, Massachusetts
01701

_____
(Date)

Dear Parent:

As you know we transport large numbers of children to and from school each day. This is a great responsibility for all of us but especially for the drivers who must pilot the buses through all types of traffic.

Our drivers must devote all of their energies and skills to driving. They must give their undivided attention to the traffic. They cannot act as disciplinarians for the children riding the buses.

We issue reminders like this one to the parents when a child misbehaves on a school bus for the first time. We do this so that the parent can forcefully point out to the child the dangers involved in his/her conduct. On _____, your son/daughter _____, distracted the driver's attention by_ _____.
_____.

Would you, please, discuss the situation with _____ and impress upon him/her the need for full cooperation on the school bus. Please remind him/her that repetition could result in a suspension of bus riding privileges which would cause great inconvenience for him/her and for you.

Sincerely,

DISCUSSION GUIDE FOR TEACHING SAFETY ON THE SCHOOL BUS
TO ELEMENTARY PUPILS

I. Meeting the Bus

A. Pupils should

1. depart home early enough so that there is no need to rush to the bus stop.

2. walk facing traffic well off the traveled portion of the highway.

3. plan to arrive at the bus stop no more than five or less than three minutes prior to the scheduled pick-up time.

4. await the arrival of the bus in an orderly manner and off the traveled portion of the highway.

B. Pupils should not

1. engage in horseplay or other activities that might be considered unsafe.

2. place books, musical instruments or other objects on the roadway to reserve a place in line.

3. move toward the bus until it has come to a complete stop and the door has been opened.

II. Riding to School

A. Pupils should

1. board the bus promptly and walk directly to the assigned seat.

2. sit facing forward.

3. help keep the interior of the bus neat and clean.

4. keep head and arms inside the bus.

5. speak in conversational tones only.

6. remain absolutely quiet at railroad crossings (field trips only - buses do not cross railroad tracks in regular route operation)

7. sit three-to-a-seat rather than stand.

8. show every respect for the bus operator who is in complete charge of the bus.

B. Pupils should not

1. engage in horseplay or other boisterous conduct.

2. stand when there is a seat available.

3. stick arms or head out the window.

4. damage in any way the interior of the bus.

5. eat or drink on the bus.

6. move from seat to seat while the bus is in motion.

7. attempt to bring on the bus live animals, glass containers or large objects such as musical instruments or science projects.

III. Leaving the Bus

A. Pupils should

1. remain seated until the bus has stopped and the service door has been opened.

2. depart the bus in an orderly manner, single file, taking all personal belongings.

3. go directly into the school building.

B. Pupils should not

1. stand and/or move toward the front of the bus while the bus is still in motion.

2. jump from the bus.

3. leave the school property without the written consent of the principal.

4. walk in front of, beside of or behind the bus in an effort to retrieve a dropped object or for any other reason.

IV. Boarding the Bus

A. Pupils should

1. get personal effects and go immediately to the designated pick-up point.

2. stand well back from the driveway to await the arrival of the bus

3. board the bus in an orderly manner and go directly to the seat.

B. Pupils should not

1. engage in horseplay while awaiting the arrival of the bus.

2. crowd or move toward the bus before it has come to a complete stop.

3. run to attempt to catch a bus that has departed

V. Riding Home (Same rules apply as riding to school. See II above)

VI. Leaving the Bux

A. Pupils should

1. depart the bus promptly.

2. walk five steps in front of the bus and cross on the signal of the driver if it is necessary to cross the road. Go directly home.

3. walk facing traffic.

B. Pupils should not

1. delay in departing the bus. Motorists might be unduly delayed.

2. cross the road without getting the signal from the driver.

3. tarry or play along the road on the way home.

HOW SAFE IS YOUR CHILD?

Framingham Public Schools
Framingham, Massachusetts
September 1972

FRAMINGHAM PUBLIC SCHOOLS
49 Lexington Street
Framingham, Massachusetts
01701

Dear Parents:

Now that school days are here again, it is time for parents and educators to unite in the effort to protect our children as they travel to and from school. The best way to protect them is to educate them concerning the hazards of pedestrian, bike and bus travel and the responsibility they must assume for their own welfare and that of others.

This year the Framingham Public Schools will be giving special emphasis to school travel safety in cooperation with the Police Department. We are proud that our buses will be safer this year; now we must be sure that your child learns safe riding habits. Our pupil patrol programs will be strengthened, but the children must also be taught the pedestrian and bicycle safety rules.

We need <u>your</u> help. Home and school must reinforce each other. Parental understanding and support are important if the program is to succeed in helping children to develop good safety practices. Discuss with your child the safety materials he brings home. Encourage him to observe safety rules. As a start, read over this packet yourself; go over all the material with your child and discuss it thoroughly.

As you know, the School Committee has approved a volunteer bus monitor system which has already been implemented effectively at one of our elementary schools. If you are interested in participating in this program - for the safety of Framingham's school children - please call your school.

May you share a safe and productive school year with your child.

Cordially,

Albert L Benson Jr.

Dr. Albert L. Benson, Jr.
Superintendent of Schools

G

FRAMINGHAM PUBLIC SCHOOLS

Rules and Regulations For Bus Pupils

Your school day begins when you leave your home and ends when you return. You come under the jurisdiction of the school administration during this entire period. Remember it is a privilege to ride the school bus. If you are not well-behaved and courteous, you will endanger the health and safety of other pupils, and this privilege will be taken from you. The bus driver shall be considered to have the same authority as a teacher in the classroom.

THESE RULES OF BEHAVIOR ARE FOR YOUR SAFETY!

1. Remain well back from the roadway while awaiting the arrival of the bus. Refrain from throwing things or playing at the bus stop.

2. When entering or leaving the bus, if you drop something, do NOT stop to pick it up. Tell the bus driver and he will help you.

3. Pupils shall enter the bus in an orderly manner and go directly to a seat and remain seated until the destination is reached.

4. If you have to cross the street cross in front of the bus, do not start to cross until you are at least 10 steps away from the front of the bus so the driver can see you.

5. There shall be no littering or defacing of the buses.

6. There shall be no rough-housing or throwing things in the bus.

7. Pupils shall keep their hands, arms, and heads inside the bus.

8. Pupils shall be picked up and unloaded only at regularly scheduled stops.

9. All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.

10. Note well! The EMERGENCY DOOR must be used for emergency only. DO NOT touch safety equipment on the bus.

11. It is essential that each pupil cooperate with the bus driver for the safety of all concerned. Do not talk to the driver unless necessary.

12. Middle School Pupils and Senior High Pupils must carry their bus passes and produce them at the request of the driver.

13. Smoking is never allowed on the buses.

Albert L. Benson Jr.

Dr. Albert L. Benson, Jr.
Superintendent of Schools

RULES FOR SAFE WALKING

It would be helpful if you would walk to school with your child and show him the safest walking route. Discuss with him the potential hazards on the way such as: railroad tracks, sources of water, blind corners, exits from shopping centers, stray dogs and strangers.

Please discuss the following walking rules with your child:

1. Cross only at crosswalks. Keep to the right on the sidewalk.
2. Before crossing - look both ways. Be sure the way is clear before you cross.
3. Watch for turning cars.
4. Cross only on proper signals.
5. Never go into the roadway from between parked cars.
6. Carry or wear something white at night to help drivers see you.
7. Where there is no sidewalk, and it is necessary to walk in the roadway, walk on the left side facing traffic. Walk on the edge, single file.
8. Don't play in the street.
9. Don't run into the street. Cross with the crossing guards.
10. Obey all crossing guards.
11. Do not talk to strangers. Do not accept food, gifts or rides from strangers.

RULES OF THE ROAD FOR BICYCLE RIDERS

If you obey the following rules while riding your bicycle - you will prevent bicycle accidents - and perhaps save your own life. You owe this to your parents as well as to yourself.

1. Observe all traffic regulations, red and green lights, one-way streets and stop signs.
2. Keep to the right and in a straight line, always riding in single file and do not ride too close to the vehicle in front of you.
3. Give pedestrians the right of way and avoid sidewalk riding.
4. Watch out for cars pulling out into traffic and for doors opening suddenly.
5. Slow down at all intersections and look to the right and left before crossing.
6. To cross against heavy traffic, dismount and walk.
7. Don't weave in and out of traffic or swerve from side to side.
8. Always use proper hand signals for turning and stopping.
9. Never hitch onto other vehicles, stunt ride, or race.
10. Never carry another person on your bicycle.
11. Have a white light on front and a red reflector or light on the rear fender for night riding.
12. Be sure your brakes are in excellent working condition.
13. Have a bell or horn in good working condition to warn of your approach.
14. Have your bicycle inspected regularly for mechanical trouble.
15. Park your bicycle in a safe place. The school cannot assume responsibility.

File Reference: 7:11:1

SCHOOL TRANSPORTATION

Policy Statement:

It is the policy of the Framingham School Committee to provide safe, courteous and regular transportation over approved routes established by the Administrative Assistant to the Superintendent and the Safety Officer of the Framingham Police Department and approved by the School Committee to:

Pupils in grades 9-12 who live 2 miles or over from the nearest school entrance;
Pupils in grades 6-8 who live 1-1/2 miles or over from the nearest school entrance;
Pupils in grades 4-5 who live 1-1/2 miles or over from the nearest school entrance;
Pupils in grades 1-3 who live 1 mile or over from the nearest school entrance;
Pupils in kindergarten - ALL will be bused.

The distance shall be determined in the first instance by the Administrative Assistant to the Superintendent. In cases where the parents and the Administrative Assistant to the Superintendent do not agree on distances, the Administrative Assistant to the Superintendent shall refer the mileage problems to the Engineering Department specifying the route to be measured. Both the School Department and the parent shall accept the Engineering Department's measurement as final and both shall govern themselves accordingly.

Effective Date: October 10, 1961
First Revision: November 4, 1964
Second Revision: October 15, 1968
Third Revision: March 16, 1971
Fourth Revision: November 16, 1971

A D D R E S S E S

American Automobile Association

6 St. James Avenue

Boston, Massachusetts, 02116

(ask for safety patrol information and films)

Liberty Mutual Insurance Company

679 Worcester Road

Natick, Massachusetts, 01760

Mutual of Omaha Insurance Company

123 Morton Street

Jamaica Plain, Massachusetts

New York Life Insurance Company

90 Madison Street

Worcester, Massachusetts

Travelers Insurance Company

354 a Waverly Street

Framingham, Massachusetts 01701

(possible sources of safety literature and visual aids)

FRAMINGHAM PUBLIC SCHOOLS

SAFETY EDUCATION CURRICULUM GUIDE EVALUATION

GENERAL COMMENTS

SUGGESTIONS FOR ADDITIONS OR DELETIONS

SPECIFIC COMMENTS (Please include page references where applicable)

Name _____

Grade Level _____

School _____